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English for intermediate grades.—There has recently been much discussion in educational circles regarding proper English for intermediate grades. In the past much of the English has been of a rather mechanical form, in which the pupils manifested little interest. The late tendency is for the English of the intermediate grades to assume a practical nature which will give the pupils knowledge in various lines while they are learning the correct forms of speech. A good illustration of this type of English is presented in a recent book¹ which is especially designed for foreign-born pupils.

Miss O'Toole has so arranged her work that the content of each lesson involves some practical information that will be needed in later experience. The lessons are well adapted to the interests of pupils, and the content is chosen from the various activities of life. While the teaching of formal English may not be hindered by the subject-matter, the pupils will unconsciously acquire a knowledge of history, arithmetic, and civic, domestic, and occupational performances.

The lessons bear striking titles which are of particular interest to foreign-born pupils, such as "Arrival at Port," "Not Knowing the Law," "Keeping a Bank Account," "Mr. Thomas Spreads Consumption," "Telegrams and Night Letters," "The Police Court," and "How to Become an American Citizen."

Each lesson is presented in an interesting form accompanied by a list of exercises from which the pupils will gain much essential information and will learn to put thought into their sentences and compositions.

With each lesson some specific historical fact is stated in italics. These facts which are chronologically arranged begin with the earliest history of our country and trace the important steps to the present time, emphasizing the development of our various institutions. This historic and civic content will give teachers abundant opportunity to emphasize moral and civic training.

Lessons bearing upon the parts of speech and proper expressions are distributed throughout the book, which arrangement will prevent this form of drill work from becoming monotonous to the pupils.

As a supplementary book for the ordinary class in intermediate English the text is very suggestive. As a fundamental book for the many foreign-born classes it possesses many merits. For such classes the text will give more than training in English.

W. D. BOWMAN

How to use books and libraries.—The practice of using extensive supplementary readings in content courses requires knowledge on the part of the pupil of how to find the desired materials. In order to provide this type of information the state supervisor of school libraries in Wisconsin has prepared a book²

¹ ROSE M. O'TOOLE, *Practical English for New Americans*. Boston: D. C. Heath & Co., 1921. Pp. vi+189.

² O. S. RICE, *Lessons on the Use of Books and Libraries*. Chicago: Rand McNally & Co., 1920. Pp. xviii+178.

which may be used as a supplementary text in the upper grades or the junior high school.

The text opens by telling the pupils about the mechanical structure of books and how they should be handled. This is followed by an explanation of the printed parts of a book, such as title, copyright date, preface, foot-notes, etc. The general scope of the text is summarized in the following paragraph:

In general the reference lessons give training in the use of (1) those reference books, such as the unabridged dictionary, general encyclopedias, atlases, yearbooks, etc., which are found in all well-appointed school and public libraries and increasingly in homes and business offices; (2) magazines for reference work, especially through use of periodical indexes; (3) newspapers; (4) pamphlets and clippings, including government documents; (5) card catalogs; (6) reference sources in particular subjects, such as civics, history, literature, etc. [p. xiv].

The book may be used either as a supplementary text in formal English or by assigning its chapters with correlated topics in various school subjects. Regardless of how it is administered, it contains a large amount of information which is badly needed by pupils, particularly by the time they reach high school. The lesson outlines are well organized and the material is carefully selected. The book meets a real need in the schools.

New intermediate-grade geography.—The modern viewpoint in geography makes human interest the central theme of the subject. The various topics which are treated are made to appear in natural relationship to the study of man as he makes his living upon the earth. The plan of making people the central theme of study is particularly well adapted to the interests of intermediate-grade pupils. An excellent example of such a type of treatment is furnished by a recent text¹ by Professor J. R. Smith.

The book is designed for use in the fourth and fifth or the fifth and sixth grades, and therefore becomes the introductory text. It begins by telling about people and maintains the same type of emphasis throughout. After a brief chapter on "Men and Trade" and an excellent presentation of "The Earth and Maps," it enters into a study of peoples and countries of the various divisions of the earth, leaving for a following advanced book the study of regions and trade. The style of the book is very readable for the intermediate pupil. The continued use of questions and problems furnishes a ready stimulus to further study and to the use of the imagination. The book attempts to present a unified world-view, emphasizing peoples rather than nations. The maps and illustrations are well selected. The book deserves careful examination by schools desiring a change of text.

¹ J. RUSSELL SMITH, *Human Geography. Book One.* Chicago: John C. Winston Co., 1921. Pp. vi+369.